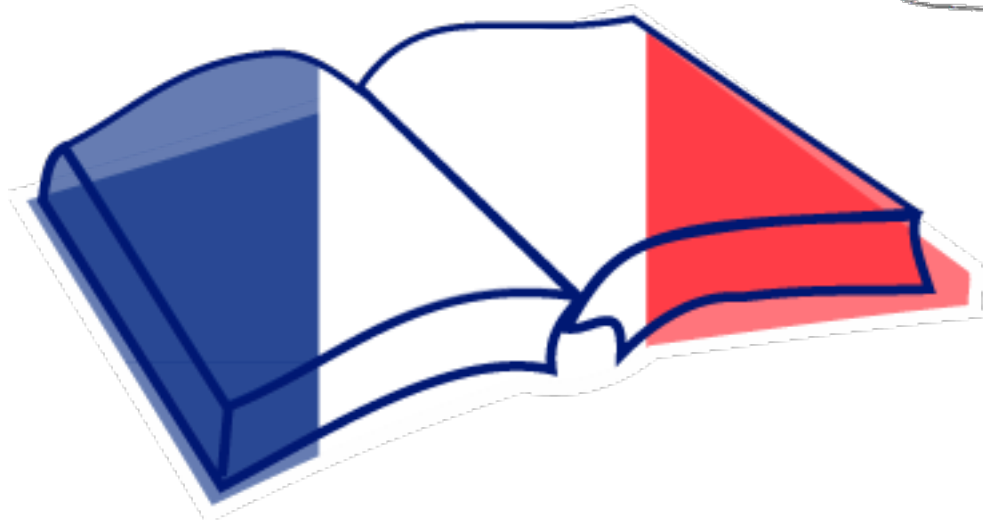




Core French

Grade 11

Toronto Prep School





Course: Core French 11 (FSF3U)

Prerequisite: Core French, Grade 10, Academic

Teacher: Ms. Valente

Email: kvalente@torontoprepschool.com

Wiki: main.torontoprepschool.com

Textbooks: Express 11^e université (2007) textbook & cahier, RK Publishing

V pour...Vampire! by Linda Shaunessy

Bravolol (Apple Application)

Extra- Help: Available in the morning from 9:00 – 9:55 am

Course Description/Rationale

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Overall Curriculum Expectations

A. Listening

By the end of this course, students will:

- **A1. Listening to Understand:** determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
- **A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- **A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

B. Speaking

By the end of this course, students will:

- **B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
- **B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- **B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

C. Reading

By the end of this course, students will:

- **C1. Reading Comprehension:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;
- **C2. Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;
- **C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

D. Writing

By the end of this course, students will:

- **D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
- **D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- **D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

Unit		Length (Hours)
1	Voir du pays	30
2	Les coutumes et les traditions du monde francophone	30
3	Être, ne pas paraître	30
4	Étude d'un roman	20
Total		110 hours

Units/ Topics of Study

Unit 1: Voir du pays (30 hours)

In this unit, students receive necessary information for planning an overseas trip. Students expand their knowledge of the world through 'visits' to a variety of francophone regions, including the châteaux of the Loire, Tunisia, French Polynesia and the islands of Martinique and Guadeloupe.

New language structures in this unit are the *future antérieur*, pronoun objects with the imperative, and expressions of quantity.

Unit 2: Les coutumes et traditions du monde francophone (30 hours)

In this unit, students learn about customs and traditions of Acadia, Louisiana, France, and Africa, associated with celebrations, food, and music.

New language structures in this unit are the *plus-que-parfait*, demonstrative pronouns, and certain relative pronouns.

Unit 3: Être, ne pas paraître (30 hours)

In this unit, which is devoted to raising social awareness, students will read excerpts from an autobiographical novel set in Martinique, an interview with a young volunteer, and articles about two young people who have dedicated themselves to making a difference and helping the poor children of the world.

New language structures in this unit are *le conditionnel passé*, *le participe présent*, and a reintroduction of the formation and basic uses of the *subjonctif*.

Unit 4: Étude d'un roman (20 hours)

In this unit, students will read and discuss a novel based on a very popular modern genre, the romantic vampire story. Students will have the opportunity to enhance their literacy in French by reading the text, both individually and to the class, as well as discussing the subject matter and themes presented in the book. Students will complete a summative assessment task based on what they have read.

Course Culminating Task

The Course Culminating Task is a final oral exam worth 10% and a final written examination worth 20% of each student's final grade. The examination covers the overall expectations of the entire course.

Assessment and Evaluation

This course is broken down into 4 units of study. Each section will comprise of various assignments, exercises, and quizzes and will conclude with a final unit test and/or culminating activity. All activities submitted will be marked according to the categories of knowledge and skill using the following weighting system:

Knowledge & Understanding	25%
Thinking	25%
Application	25%
Communication	25%

The evaluation and assessment of activities within each of these categories will be marked based on the standards established by the Ontario Ministry of Education.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Substantial remediation required to meet the Provincial Standards	Minor remediation required to meet the Provincial Standards	In line with the Provincial Standards	Exceeding the requirements of the Provincial Standards
50-59%	60-69%	70-79%	80-100%

Course Work (70%)

- Assignments
- Conversation, Observation
- Quizzes, Tests

CCT (30%)

- Final written examination (20%)
- Oral exam (10%)

Class Expectations

1. You are expected to be on time for each class.
2. Textbooks and/or supplemental materials are to accompany you to each class.
3. You are responsible for taking lecture notes, as well as completing all homework found on the wikispace.
4. Homework will be checked daily and taken up in class.
5. If a test is missed, the student must bring a note from a parent/guardian stating the reason for the absence; otherwise the student will receive a zero.
6. It is your responsibility to catch up on all missed classes/assignments.
7. Refer to the Academic Due Date Policy sheet for specific guidelines regarding late assignments.

Additional Required Materials

1. Binder with 5 dividers.
2. Lined paper.
3. Pencils, pens (one red pen), erasers, etc.
4. MacBook/iPad.

Websites:

www.wordreference.com
www.synonymes.com
www.bescherelle.com

www.radio-canada.ca
www.lemetropolitain.com
www.lespress.to

Toronto Prep School - Course Outline

Academic Due Date Policy

All assignments and projects will have a due date. The due date is the beginning of the period for that given class. For example if a project is due for the period one class it must be submitted at 10:00 AM, if it is due for the period four class on a Wednesday, then it is due at 2:49 PM.

The due date represents the date in which the assignment/project is due. Students should submit the assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day. The subject teacher will not provide support after the due date has passed.

Late marks will be deducted on late assignments. This strategy is in keeping with the Ministry's policy document "Growing Success". Late projects/assignments will be assessed at a reduction of 5% per day for the first two days and 10% per day after that to a maximum of 50%. Each project will be assessed for the 100% of its original value, and late marks will be clearly stated on the final evaluation. After 6 school days, a student will receive a zero. Students are strongly encouraged to still hand in late projects for assessment and written feedback. A Saturday Club inclusion will be made within the 6 days.

Projects/assignments turned into the teacher after they have been marked and returned to students, will not be awarded a grade if the project/assignment is one the teacher believes can be copied from peers (at teacher's discretion), however, written feedback on the assignment will be given. (For example: journals, reflection pieces, etc.)

Extension Request Form

There is a procedure for students to seek relief from a due date and extend a deadline without academic penalty. In extraordinary circumstances, extensions may be granted, if an Extension Request Form is filled out by the student and signed by a parent and approved by the teacher at least one day before the due date. It is up to the discretion of the teacher and the school administration whether or not to accept the Extension Request. A student may request an extension to the maximum of 2 times in each course and for no more than 3 days. After the allotted time has passed and the assignment has not been submitted then late marks will be assigned. Our policy recognizes that extenuating circumstances may legitimately prevent a student from meeting a due date. The Extension Request Form may be garnered from the principal or vice-principal.

Illness/Doctor's Notes

If a student is absent on the due date, a doctor's note (or parental note in case of a family emergency) must be provided to the subject teacher in order for the student to submit the assignment. The assignment must be submitted upon the first day the student returns.

Email receipt of Assignments

Since weekend days will be included in the late policy, the submitted time and date will be based on the time that the assignment arrives in the teacher's email in-box.

Turnitin Policy

As per the student handbook and Turnitin manual, all work must be submitted through Turnitin at the teacher's request. Failure to do so will be considered incomplete or late work. Work to be submitted through Turnitin may be written, oral presentations, multimedia presentations etc.

Students will be given a Toronto Prep School email address to access Turnitin. Students must use this email address to submit their work.

The school's plagiarism policy is posted in the student handbook as well the Turnitin manual with FAQs and examples of proper referencing styles. Please speak with your teacher should you have questions about what constitutes plagiarism and how to use Turnitin.